2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	**FOR TEA USE ONLY** Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 APR 20 PM 3:25 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name				County-District #			Amendment #
Communities In Schools of North Texas, Inc.							

Vendor ID #	ESC Region #					DUNS #
1-752496426	11					176156412

Mailing address		City	State	ZIP Code
P.O. Box 295543		Lewisville	TX	75029-5543

Primary Contact

First name	M.I.	Last name	Title
Ann Pape	L	Pape	Chief Executive Officer

Telephone #	Email address	FAX #
972-538-9926	apape@cisnt.org	972-538-9319

Secondary Contact

First name	M.I.	Last name	Title
Julie		Rael	Chief Financial Officer

Telephone #	Email address	FAX #
972-538-9924	jrael@cisnt.org	972-538-9319

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Ann	L	Pape	Chief Executive Officer

Telephone #	Email address	FAX #
972-538-9926	apape@cisnt.org	972-538-9319

Signature (blue ink preferred)

Date signed
04/19/18

Only the legally responsible party may sign this application

701-18-111-002

Schedule #1—General Information

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
14	Management Plan	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA issuing a grant award.**

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	N/A	N/A	N/A	N/A
Member Districts				
2.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 1-752496426		Amendment # (for amendments only):		
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
10.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
11.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
12.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
13.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
14.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
15.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
16.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
17.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
18.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
19.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
20.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
			Grand total:	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Communities In Schools of North Texas (CISNT) is applying for Texas 21st Century funding to meet the academic and developmental needs of students at 10 high-poverty, low-performing schools in the Denton and Lewisville communities. CISNT ACE programs will target students most in-need of academic assistance to participate in innovative ACE programs for 3 hours per day, 5 days a week, for 29 weeks throughout the fall and spring, and 4 hours per day, 4 days a week, for 6 weeks during the summer term. CISNT ACE programs will enhance student learning through academic instruction and enrichment, family engagement and literacy activities, and college and career readiness activities. Activities will be intentionally designed based on campus needs, student academic performance gaps, and student input in order to help students improve in key objectives. Students in need, spending additional time (minimum 45 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components, will yield improvement in the academic performance, attendance, behavior, promotion, and college and career readiness of students. CISNT ACE programs will work in collaboration with community partners to build each student's capacity to meet state and local achievement standards and to graduate ready for college and the workforce. By helping students to achieve these goals and objectives, CISNT ACE programs will address and eliminate barriers to academic success and bring about long-term improvements for students, their families, and ultimately our communities.

From November 2017 through March 2018, CISNT designed and conducted a Comprehensive Needs Assessment (CNA) based off of best practices established by The After-School Corporation and the PRIME Blueprint for Texas ACE in order to gain insight into the community's needs for ACE programs. CISNT received and assessed 1,821 CNA survey responses from stakeholders, school staff, administrators, parents, and students. Data from the CNA directed CISNT to select 10 low-performing schools with high levels of poverty, low academic performance, and limited or no access to out of school time programs, especially those that addressed significant barriers for for low-income and working families. CISNT ACE programs will serve the 10 school campuses that have the highest level of poverty and the lowest academic performance rates across Denton County, with five (5) campuses designated as Focus Schools and one (1) campus designated as a Priority School by the TEA. Academic need in these schools is evident by the high population (55-79%) of students in grades 3-8 who did not meet the recommended standards in core subjects on the 2017 STAAR test, including 34% of students who did not pass altogether. All ten (10) CISNT ACE campuses meet Title 1 Eligibility criteria and have significant barriers to academic performance, with 61-91% of their student population qualified as economically disadvantaged and 59-91% of students designated as at-risk of dropping out of school. As a fast-growing school district, Denton ISD experienced growing challenges with discipline and behavior, demonstrated by a 27% increase of out-of-school suspensions and a 15% increase of in-school suspensions from 2015 to 2017 (TEA Discipline Report).

To manage the various moving parts of this grant with integrity, CISNT's Management Plan includes a team of qualified professionals who will provide oversight and support to ACE programs, including a full-time Project Director, Family Engagement Specialist, 10 full-time ACE Site Coordinators, and two part-time Internal Monitors. ACE programs will also be supported by part-time Certified Teachers and Academic Enrichment Specialists who lead program activities. CISNT has budgeted for ACE staff to receive all required trainings and ongoing professional development throughout the year to promote high-quality grant and program management. With guidance from the PRIME Blueprint, CISNT utilized data from the CNA to develop a budget based on campus and student needs. By developing the student, center-level, and grantee-level costs, CISNT designed a high-quality, rigorous ACE program model within the required budget guidelines. The program evaluation design will include ongoing quantitative and qualitative methods for the collection of performance measurement data including SMART goal development for each measure. CISNT will collect student data from report cards, behavior and attendance reports, and benchmark tests and will also administer surveys to teachers, parents, and students to measure progress throughout the year. The CISNT staff and board will review ongoing CNA surveys for efficacy in assessing needs. CISNT is committed to the goals and objectives established in this application and has provided accurate and complete answers to all statutory and TEA requirements.

For 24 years, CISNT has provided successful programs that help at-risk students improve in academics, attendance, and behavior and stay on track for grade advancement and graduation. As a community-based nonprofit organization, CISNT has the unique ability to leverage public, private, and local resources to develop and implement programs that empower students to succeed. With support from our partner school districts, community partners, and Community Advisory Council, CISNT will secure resources and funding to sustain ACE programs at a minimum of 20-30% of their original capacity and to ensure programmatic longevity following the discontinuation of 21st Century funding.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,107,787	$31,236	$1,139,023
Schedule #8	Professional and Contracted Services (6200)	6200	$200,624	$38,000	$238,624
Schedule #9	Supplies and Materials (6300)	6300	$94,746	$150	$94,896
Schedule #10	Other Operating Costs (6400)	6400	$24,998	$2,459	$27,457
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☒ No	
Total direct costs:			$1,428,155	$71,845	$1,500,000
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$1,428,155**	**$71,846**	**$1,500,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 1-752496426

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Certified Teacher	10		$85,750
2	Academic Enrichment Specialist	50		$340,020
3	Tutor			$
Program Management and Administration				
4	Project director (required)		1	$44,781
5	Site coordinator (required)	10		$416,173
6	Family engagement specialist (required)	1		$43,260
7	Secretary/administrative assistant			$
8	Data entry clerk		1	$25,750
9	Grant accountant/bookkeeper			$
10	Internal Monitor	2		$18,165
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$13,500
24	6119	Professional staff extra-duty pay		$
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$151,624
27		Subtotal substitute, extra-duty, benefits costs		$165,124
28	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,139,023**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Criminal History Background Checks	$1,000
2	Transportation—bus service to and from ACE programs for 6 Denton ISD campuses	$94,373
3	Transportation—bus service to and from ACE program for 4 Lewisville ISD campuses	$48,249
4	Nutritious snacks—provided to students during ACE programs	$2,000
5	Professional Development—staff training to ensure high quality program implementation and grant management	$6,000
6	Engaging music and arts enrichment classes	$9,226
7	Engaging dance and physical fitness enrichment classes	$5,880
8	Engaging youth development and character building drama and etiquette classes	$12,943
9	Engaging STEAM focused, project-based academic enrichment classes and activities focused on science, technology, engineering, art, math, and critical thinking	$15,953
10	Parent Engagement & Literacy Classes for ACE parents and families	$5,000
11	External Evaluator—to conduct an independent evaluation of each center and annual program reporting	$18,000
12		$
13		$
14		
b.	Subtotal of professional and contracted services:	$218,624
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$20,000
	(Sum of lines a, b, and c) Grand total	$238,624

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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RFA #701-18-111; SAS #287-19
2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$94,896
	Grand total:	$94,896

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$27,457
	Grand total:	**$27,457**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 1-752496426 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	$0
66XX—Computing Devices, capitalized				
2	N/A		$	$0
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	N/A		$	$0
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19	N/A		$	$0
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$0
			Grand total:	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree required. Five to ten years of experience in state or federal level grant management required. Excellent leadership and communication skills demonstrated over multiple years by meeting grant objectives. Previous knowledge of 21st Century Programs preferred.
2.	Site Coordinator(s)	Bachelor's degree in education, social work, family studies, or related field required. Three years of experience working with at-risk youth and/or program development. Demonstrated leadership, communication skills, and the ability to organize, plan, and implement a multifaceted workload.
3.	Family Engagement Specialist	Bachelor's degree in social work, family studies, education, or related field required. Three years of experience in family support, adult education, and/or development of high-quality family programs. Demonstrated communication and leadership skills. Bilingual (Spanish) preferred.
4.	Internal Monitor	Bachelor's degree required. Two- three years of experience in state or federal level grant implementation required. Experience in performance compliance, SMART goal development, data management, and community asset and needs evaluation preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective		Milestone	Begin Activity	End Activity
1.	75% of regular ACE students will show improvement in academic performance	1.	Recruit and hire qualified instructors and teachers	08/01/2018	09/04/2019
		2.	Students attend academic enrichment classes daily	09/04/2019	07/15/2019
		3.	Teachers utilize high quality STEAM curriculum	09/04/2019	07/15/2019
		4.	Remedial instruction through small group tutoring	09/04/2019	07/15/2019
		5.	Consistent review of student performance progress	09/04/2019	07/15/2019
2.	75% of regular ACE students will show improvement in attendance	1.	Develop engaging, student selected enrichment	08/01/2018	09/04/2019
		2.	Involve parents in meaningful education/interactions	09/04/2019	07/15/2019
		3.	Students access 1:1 relationship with a caring adult	09/04/2019	07/15/2019
		4.	Intentional environment of social inclusion for students	09/04/2019	07/15/2019
		5.	Consistent review of student average daily attendance	09/04/2019	07/15/2019
3.	75% of regular ACE students will show improvement in behavior	1.	Students set goals and milestones for themselves	08/01/2018	10/31/2019
		2.	School environment of positive behavior reinforcement	09/04/2019	07/15/2019
		3.	Students have access to safe place to learn and grow	09/04/2019	07/15/2019
		4.	Students, parents, and staff review goals and reassess	09/04/2019	07/15/2019
		5.	School-supported environment of restorative practices	09/04/2019	07/15/2019
4.	75% of regular ACE students will promote to the next grade	1.	Students and parents set academic achievement goals	09/04/2019	10/31/2019
		2.	Parents engaged in student progress indicators	09/04/2019	07/15/2019
		3.	ACE & partners address barriers to student promotion	09/04/2019	07/15/2019
		4.	Students increased sense of involvement in school	09/04/2019	07/15/2019
		5.	Consistent review of student performance indicators	09/04/2019	07/15/2019
5.	75% of regular ACE students will show improvement in college and career readiness	1.	Students & parents identify educational & career goals	08/01/2018	10/31/2019
		2.	Community partners provide college/career activities	09/04/2019	07/15/2019
		3.	Families discuss apprenticeships and trade education	09/04/2019	07/15/2019
		4.	Engineering design process supports family learning	09/04/2019	07/15/2019
		5.	Student/family engagement in career exploration	09/04/2019	07/15/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

From November 2017- March 2018, CISNT implemented a Comprehensive Needs Assessment (CNA) to determine the communities in greatest need for ACE programs in Denton County. Documents reviewed included the 2017 Denton County Community Needs Assessment, Campus and District Data from the 2016-17 Academic Performance Report, as well as District and Campus Improvement Plans. CISNT also received 1,821 responses from a Community-Wide Needs Assessment survey of stakeholders, parents, students, district administrators, and school staff. Data from the CNA directed CISNT to focus on the Denton and Lewisville communities. CISNT ACE programs include the lowest achieving campuses based on Improvement Required status and reading/math performance, with five (5) campuses designated as **Focus Schools** and one (1) campus designated as a **Priority School** by the TEA. All ten (10) CISNT ACE campuses meet Title 1 Eligibility criteria and have significant barriers to academic performance, with 61-91% of their student population qualified as economically disadvantaged and 59-91% of students designated as at-risk of dropping out of school. Campuses also have students with additional risk factors, including growing numbers of refugees from Myanmar (20% at one campus), 20-89% English Language Learners, and 10-23% of students who missed six or more weeks of school. CISNT followed the ACE PRIME Blueprint best-practice for Strategy Development, with the following results:

High Levels of Academic Deficiencies: CISNT evaluated 2017 STAAR test results in core subjects such as reading, math, writing, and science for each of the 10 identified school campuses. Findings concluded that 55-79% of students in grades 3-8 did not meet the grade level state recommended standards in two or more core subjects, and 34% of students did not pass these STAAR performance standards altogether. Campus Improvement Plans outlined increased need for daily intervention and instructional learning time. Beginning as early as the primary elementary grades, early warning indicators can identify children at risk of dropping out with 75% accuracy, using second semester grades, as well as reading and math levels, in combination with student behavior (Sparks, 2013). _Resource Gap_: Comprehensive Needs Assessment findings indicate that there is a lack of resources to address student academic performance deficiencies, especially in core subjects such as reading, writing, and math. _CISNT ACE Strategy_: Develop innovative, research-based academic instruction and enrichment activities based on campus data, student needs and student input. Provide greater focus on learning strategies and utilize enrichment to help students meet local and state standards. Intentionally recruit students most in-need and provide constant evaluation to ensure effective programming.

Barriers for Working Families: Campus Improvement Plans highlight the need for increased parent involvement in education, including increased parent connectivity to their child's performance in school. Research constantly demonstrates that higher levels of parental and teacher support leads to increased student self-perception and ultimately higher engagement and achievement (Fall & Roberts, 2012). However, barriers to parent participation in school or afterschool activities exist, with significant obstacles for working families and single parents. CNA surveys (2018) identified that the major barriers to families in regards to afterschool resources were availability of services, limited income, inadequate transportation to and from the program, consistent/reliable programming, and measurable achievement for their children. _Resource Gap_: CNA results show limited or no access to high-quality afterschool programs in these communities, especially programs that provide transportation for children whose parents work late into the evening. Parents also indicated on CNA Surveys the need for engaging education opportunities such as computer literacy, ESL classes, and parenting classes. _CISNT ACE Strategy:_ Provide no-cost afterschool programs at 10 high-need campuses and contract with partner LEAs to provide safe, dependable bussing for students to/from ACE programs. Utilize a qualified Family Engagement Specialist to coordinate with community partners to provide meaningful engagement opportunities at no cost to ACE parents and families including literacy and educational development.

Lack of Meaningful Engagement: Campus Improvement Plans, school administrators, and campus performance reports indicate a significant and growing need for meaningful engagement from students and parent. One Campus Improvement Plan highlighted a Gallup survey that indicated students expressed less "hope" than their district or state peers. There is a disconnect between student engagement and their confidence in achieving future success (CIP, DeLay Middle School, 2017). _Resource Gap_: School staff and administration identified that students exhibiting the most need for additional school engagement are those in grades 4th-8th. _CISNT ACE Strategy_: Provide STEAM (science, technology, engineering, art, math) enrichment activities, specifically opportunities focused on project-based learning and student engagement that would increase student resilience, learning skills, and increase student connectedness and engagement in school. Purposefully engage parents in student achievement and long-term goal setting.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1-752496426 | Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.* **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☒ This applicant is part of a planned partnership.   ☐ This applicant is unable to partner.

Achieving More through Partnership: CISNT will partner with two local education agencies (LEAs), Denton ISD and Lewisville ISD, to facilitate 10 high-quality ACE centers under this 21st Century Grant. This planned partnership increases the capacity of program service impact, exceeding the outcomes that would be achievable if applying individually. Although Lewisville ISD has campuses with significant student need that are among the lowest performing schools in Denton County, the district as a whole lacks the capacity to operate ACE programs on their own. The cost for Lewisville ISD to implement a high quality 21st Century ACE Program would surpass the administrative cost threshold allowed by the grant guidelines. Similarly, in Denton ISD, the lack of operational capacity and efficient grant management infrastructure would reduce Denton ISD's ability to successfully meet state objectives and goals. Neither LEA partner has the capacity to leverage community resources to attain long-term sustainability on their own. CISNT is a 501C3 nonprofit organization with 10 years of excellent ACE grant management experience. CISNT has successfully achieved or exceeded contracted outcomes for 21st Century Cycle 5, 7, and 8 grants and has developed the infrastructure to implement ACE programs that consistently produces measurable impact for students.

Joint Partnership Design: As established by a formal Partnership Agreement, CISNT will serve as the fiscal agent and will manage the daily operation and implementation of ACE programs. Denton ISD and Lewisville ISD will provide each ACE center with a secure workspace for the full-time Site Coordinator and safe and consistent program space for ACE programs. Campus administrators will also provide daily oversight and support to ACE program staff, including recommending students who are most in-need of academic assistance, cooperating during interim and annual evaluations, and providing access to relevant campus and student data. In return, CISNT ACE programs will provide high quality, well-structured academic and enrichment activities that will improve student outcomes in academics, attendance, behavior, grade promotion, and college and career readiness. Each district and campus principal has signed a partnership agreement, outlining the partnership details, including the roles and responsibilities of each organization.

Expanded Capacity and Service Delivery: "Programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders including families, schools, and communities. Strong partnerships are an essential element of supporting student learning and development across all educational contexts (Little, Wimer, and Weiss, 2008)." As a result of the partnership between CISNT, Denton ISD, and Lewisville ISD, students and families will have access to an expanded scope of academic supports, robust enrichment opportunities, and meaningful parent and family involvement opportunities. **Denton ISD** will offer additional support services to ACE parents and families through the Denton ISD Adult Education and Literacy program. This program will provide adult learners with quality services free of charge to help them acquire and develop literacy skills and educational competencies. Services will be specific to the needs of ACE parents and families, including special populations such as the increasing Chin refugee population in Lewisville ISD. Families experiencing language and cultural barriers also experience a disconnect with school and may not participate in meaningful engagement opportunities regarding their child's education. Classes and engagement opportunities will be provided across all 10 CISNT ACE centers. Based on need, topics may include ESL classes, high school equivalency certificate or GED preparation, parenting classes, and life-skill classes for ACE families. **Lewisville ISD** will develop an academic enrichment curriculum for the CISNT ACE program that builds on the school day, aligns with TEKS, and incorporates best practices in student learning. Curriculum will be implemented throughout ACE programs and will be adjusted to the scope and scale of campus and student needs. As a **501c3 community-based nonprofit, CISNT** engages over 1,200 volunteers who provide more than 20,000 hours of service to students each year. CISNT also maintains partnerships with 115 community organizations who provide complementary or supplemental services for students most in need. CISNT's involvement will increase the scope of community involvement in ACE programs, including increased academic and enrichment support at reduced student to adult ratios than LEAs can provide on their own.

Increased Likelihood for Sustainability: The partnership design provides a programmatic framework that can be sustained locally. The model of service developed by the CISNT ACE program may be individualized to meet campus and student needs and is effective in meeting district and state objectives. Demand and need for out of school time services is likely to increase. Having an effective and scalable program model that can be leveraged and supported by local funding and community engagement through CISNT will increase the likelihood of service sustainability.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research and Methodology to Improve Academic Performance: Best practices indicate that academic coordination with the school day is necessary to improve academic performance (Beckett et al, 2009). CISNT ACE Site Coordinators, located full-time at each ACE program campus, will work regularly with school campus staff to align the instructional activities of the ACE program with state content standards (TEKS), school curriculum, and school-based learning initiatives to allow for greater evaluation of students' needs and effective instruction and services. CISNT ACE programs will then utilize innovative instructional methods including tiered academic support, STEAM activities, and project-based learning opportunities. Comprehensive lesson planning, small group (ratio 1:6) tutoring with a certified teacher, and low staff to student ratios will ensure meaningful and substantive student interaction and engagement.
  > *Academic Performance: 75% of regular ACE students targeted for academic performance will show improvement during year 1, as demonstrated by student grades, state assessment scores, and classroom participation.*

Research and Methodology to Improve School Day Attendance: At every level, research supports that parent and family engagement is a key component of effective, comprehensive approaches to improving school day attendance (Attendance Works, 2018). CISNT ACE programs will offer a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The Family Engagement Specialist (FES) and ACE Site Coordinators will work collaboratively to develop a culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they are absent. The FES will also develop toolkits to help link parents and families to their children's educational progress and clearly outline the negative effects that chronic absenteeism may have on their children.
  > *Attendance: 75% of regular ACE students targeted for attendance will show improvement during year 1, as demonstrated by school day PEIMS reports and ACE program attendance logs.*

Research and Methodology to Improve Behavior (Discipline Referrals): Research by Durlak and Weissburg (2007) found that programs that used "S.A.F.E." activity design yielded significant positive results, including improved feelings of self-confidence and self-esteem, school bonding, positive social behaviors, and reduced problem behaviors. SAFE programs are coordinated and sequenced to achieve their purpose, require active involvement of participants, focused on skill enhancement, and explicit about achievement goals. CISNT ACE programs will offer SAFE activities including, small group academic instruction, targeted enrichment with positive behavior reinforcement, and strategic involvement of parents and volunteer adult advocates such as structured mentoring. CISNT will provide ongoing professional development, including training on best practices such as, positive behavior intervention and restorative practices. Collaboration and support from community partners will ensure that students receive high quality, holistic support.
  > *Behavior: 75% of regular ACE students targeted for behavior intervention will show improvement during year 1, as demonstrated on their school report cards and teacher assessment.*

Research and Methodology to Improve On-Time Promotion/Advancement Rates: Student engagement in school and classroom instruction is correlated with improved academic outcomes (Capizzano et al., 2007). Student choice, cooperative learning experiences, and hands-on and real-world activities, as well as supportive relationships between staff and students, have been linked to student engagement, persistence with learning activities, and connection to the school (Beckett et al, 2009). CISNT ACE programs will emphasize student voice and involvement in activity planning and design and will foster opportunities for leadership and increased engagement. Ongoing evaluation and staff development will provide a basis for early identification of barriers to student promotion, ensuring they are addressed.
  > *Promotion/Advancement Rates: 75% of regular ACE students will promote/advance to the next grade following year 1, as demonstrated on their report card, teacher assessment, and student progress assessment.*

Research and Methodology to Improve College and Career Readiness: The Bridgespan Group summarizes five major influencers in college access and career readiness, including: 1) Students' level of academic preparation and readiness; 2) Students' expectations; 3) Peer culture and parental, familial and school support; 4) Information and awareness for planning; and 5) Perspective of the cost (Bedsworth, Colby, and Doctor, 2006). CISNT ACE programs will provide evidenced-based, intentional activities that empower students to achieve SMART objectives (specific, measurable, achievable, relevant, and time-bound) that are tied to long-term goal setting and student self-efficacy.
  > *College and Career Readiness: 75% of regular ACE students will show improvement in college and career readiness during year 1, as demonstrated by teacher assessment, student grades, and skill development.*

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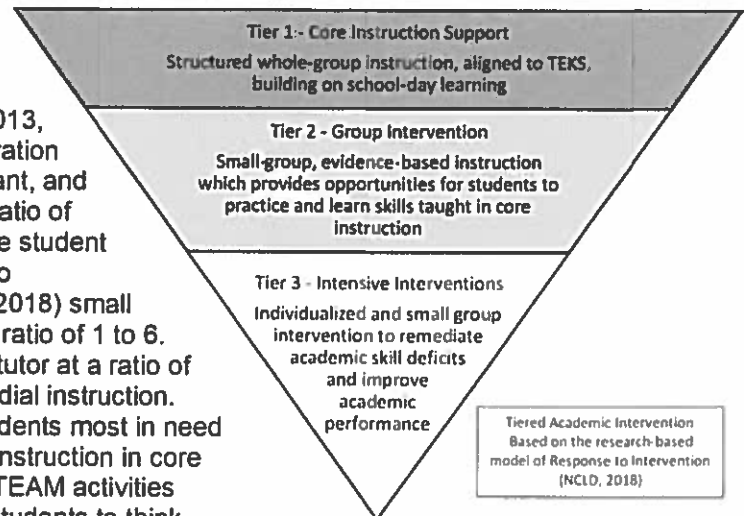| Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Best Practices In ACE Programs: In order to successfully meet our objectives to see improvement for students in the areas of academic performance, school day attendance, positive behaviors, grade promotion, and college and career readiness, the following Critical Success Factors (behavioral changes) will be demonstrated by students and families enrolled in the program or by ACE staff working on their behalf. CISNT ACE activities will be intentionally designed, based on need and best practices, to align with TEA's Critical Success Model (CSM), including four Critical Success Factors (CSF) and corresponding Milestones that are essential for success in improving student academic achievement.

CSF 1: Students' and families' active participation and engagement in learning. *Key Strategy Milestone*: Utilize innovative instructional techniques for academic and enrichment activities to encourage student and parent participation and engagement in learning. **Best Practices and Research:**

- **Engineering Design with STEAM Focus:** Evidence based STEAM curriculum will be integrated into academic enrichment and will include Science, Technology, Engineering, and Math; as well as Art, Physical Education, Music, Robotics, Coding, and Career Exploration. Through LISD's Engineering design process, students and families experience project-based learning (see model on right).

CSF 2: Students' and families' increased sense of involvement in school. *Key Strategy Milestone*: Provide opportunities for students to be involved with an adult advocate. **Best Practices and Research:**

- **Increased participation in extended afterschool learning:** Three instructional approaches were found to be associated with high levels of student engagement: clarity of purpose, intentional use of time, and an active and interactive activity leader (Naftzger, Manzeske, Nistler, & Swanlund, 2013).
- **Student and family attendance:** Evaluations of 21st Century programs found students who had at least one adult family member participating in center activities were involved in more activities than students with no family members participating and returned to participate again at a very high rate (TEA, 2007).
- **Use of the Learning Strategies approach:** Evaluation by the American Institute for Research (2013) revealed that a Learning Strategies instructional approach may be more effective in engaging youth and contributing to youth outcomes, focusing on learning techniques and gathering skills applicable to multiple content areas.

CSF 3: Use of assessment data to revise/evaluate student service. *Key Strategy Milestone:* Conduct continuous student assessment to determine need and improve targeted services. **Best Practices and Research:**

- **SMART Goal setting:** Ongoing assessment of campus/student data, parent/student surveys, and input from school and ACE staff, as well as volunteer adult advocates, to measure student progress towards stated goals.
- **Evaluating Student Voice and Choice:** Engaging students in structured conversations about program activities and initiatives. Best practices include student surveys and conducting "think-aloud interviews" that allow greater understanding of how students are interpreting the questions that you ask (Colorado Legacy Foundation, 2014).
- **Formative and Summative Evaluation of Performance Measures:** Monthly review and monitoring of progress towards stated performance measures by CISNT Internal Monitors. Evaluation includes interim reports on student and center-level progress. An independent, external evaluator will conduct formative evaluation annually.

CSF 4: Implementation of strategies learned through training. *Key Strategy Milestone*: Provide ongoing opportunities for staff development and training. **Best Practices and Research:**

- **Response to Intervention-based Tiered Academic Instruction:** Staff will learn about the RTI framework provided by NCLD (2018) and will incorporate tiered interventions into their campus logic model to address academic needs.
- **Student Engagement, School Climate, and Positive Discipline:** Staff will incorporate training on Restorative Practices and Positive Behavior Intervention practices in logic model to address discipline and behavior needs.
- **Parent/Family Engagement:** In response to Parent/Family needs assessment and Campus Improvement Plans, staff will incorporate training on Link to Learn to close the gap between parent engagement and child education.
- **College and Career Readiness:** Staff will incorporate training on the ConnectEd Framework of College and Career Readiness into their campus logic model emphasizing 21st century skill development and post-secondary knowledge.
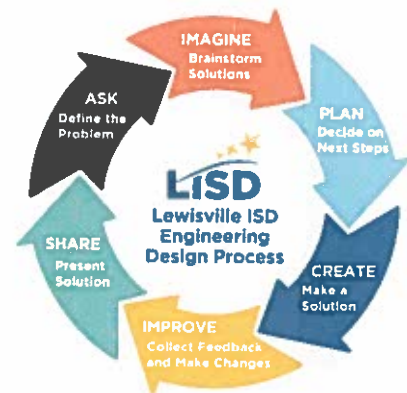
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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research Based Activity Design: Research has found that programs with structured and focused, well-organized activities foster engagement and facilitate high quality learning opportunities (Gerstenblith et al., 2005; Arbreton, Goldsmith, & Sheldon, 2005). CISNT ACE programs will provide intentional, research-based activities that are intentionally designed to align with TEKS, state standards, and school day curriculum. Intentionality in activity design will ensure students are provided with opportunities for enhanced learning in a safe, fun, and engaging environment.

Research-based academic instruction will reinforce and enhance school-day learning through structured homework completion, small group tutoring, and STEAM-based learning curriculum that can also be applied to the fine arts through an engineering design process (Riley, 2013, Edutopia). Innovative best-practices will include the integration of SMART goals (specific, measurable, achievable, relevant, and time-bound) and community volunteers, which will lower ratio of adults to students, and ensure meaningful and substantive student interaction and engagement. Based off of the Response to Intervention tiered academic intervention model, (NCLD, 2018) small group tutoring will be facilitated by a certified teacher at a ratio of 1 to 6. Additional, intensive interventions will be provided by the tutor at a ratio of up to 1 to 3 students for those needing additional or remedial instruction. Breaking out into small groups for tutoring will provide students most in need of academic assistance with meaningful and substantive instruction in core subjects. **IMPACT:** Academic instruction and engaging STEAM activities build student competencies and skill mastery, equipping students to think critically and meet state and local standards in core academic subjects.

Tier 1 - Core Instruction Support
Structured whole-group instruction, aligned to TEKS, building on school-day learning

Tier 2 - Group Intervention
Small-group, evidence-based instruction which provides opportunities for students to practice and learn skills taught in core instruction

Tier 3 - Intensive Interventions
Individualized and small group intervention to remediate academic skill deficits and improve academic performance

Tiered Academic Intervention Based on the research-based model of Response to Intervention (NCLD, 2018)

Research-based enrichment activities will promote skill development and enhanced student engagement through character building activities, service learning activities, and behavior/restorative practices small groups (1:10). Innovative best-practices will include utilizing student Voice and Choice to guide activity selection and strategic involvement of parents and adult advocates to foster the development of social skills, self-esteem, and well-being. Enrichment activities promote skill development and enhanced student engagement through activities such as music production, art and design, drama, dance, and intramural sports such as soccer and basketball. Restorative Practices will be implemented through the use of the evidence-based restorative circles curriculum (Center for Restorative Practices). Restorative practices utilize dialogue to address concerns, achieve understanding, and come to agreement about setting things right. **IMPACT:** A broad array of enrichment activities and restorative practice behavior intervention will complement and enhance the academic-related activities of the regular day and build safe, reliable environments for student learning.

Research-based Family Engagement activities will provide "Link to Learn" activities that provide education support, opportunities for involvement, and meaningful engagement for parents and families of ACE students. Effective engagement programs link parental involvement to student learning, including shared reading, interactive homework, and learning support workshops (Hanover Research, 2014). CISNT ACE programs will offer classes in financial literacy, computer literacy, ESL classes, life skills classes, and parenting classes. Research-based best practices include providing opportunities for leadership, building personal relationships through the Family Engagement Specialist, and collaborating with student activities to promote whole-family engagement. **IMPACT:** Student academic outcomes can be improved through school-based parental engagement programs and through voluntary parental involvement.

Research-based College and Career Readiness activities will develop 21st century skills and post-secondary knowledge that will build on the school day. CISNT will adapt and integrate the evidence-based ConnectEd Framework of College and Career Readiness (2012), including knowledge, skills, productive dispositions and behaviors, as well as educational, career, and civic engagement. Activities will include SMART goal setting, building teamwork, developing leadership, building resiliency, practicing self-discipline, developing critical thinking skills, enhancing creativity, practicing perserverance, and developing support networks. **IMPACT:** Students will be exposed to a variety of post-secondary settings and processes and will develop the skills and knowledge essential for college and career readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE Community Learning Centers- Getting the Word Out!

The CISNT ACE Project Director, Family Engagement Specialist (FES), and Site Coordinators will work together to disseminate information to the community about the CISNT ACE program. Due to the high population of families in the community who speak limited English or who have poor literacy skills, all communication will be available in English, Spanish, and Chin (based on growing refugee population) and will be made available in print and/or audio-visual formats. Following the notification of grant award, CISNT will submit a press release to the **local news stations and newspapers**, including contact information about the CISNT ACE program and the location of each center. One effective way we will communicate with parents is by utilizing the campus contact system. Early and consistent support from campus administrators will open information pathways and drive support and involvement in ACE programs throughout the life of the program. All forms of information will include contact information for the Project Director as well as a website address where families and community members can find further details about the program. CISNT ACE programs will include the Texas ACE logo in all outreach and communication materials and will comply with Texas ACE branding guidelines. In April, CISNT met with principals at all ACE centers. Each principal signed a written agreement and offered support in identifying students most in need and communicating program availability to their campus.

Best Practices for Understandable/Accessible Communication:

1. **Letter of Introduction** to students' families introducing them to the CISNT ACE program and offering to meet with them if this service would help their child succeed in school. Letters home would be translated into the language spoken at home and accompanied with contact information for additional information or questions.
2. **Community Forum** on ACE at the school campus, or within the immediate area of the community center. Forums would cover the format of ACE programs, identify core areas of assistance, and offer opportunities for additional information or questions, with accompanying translation. Target audience would be community stakeholders, civic groups, and institutions that support education. CISNT is an Adopt-a-School partner with each district. Possible attendees would include the United Way, local Chambers of Commerce, the PTA, Rotary, Kiwanis, the University of North Texas, Texas Woman's University, and North Central Texas College.
3. **Open House/ Meet the Teacher**: Best-practices from current and previous programs indicate that face-to-face meetings are an effective way to get the word out about programs and to establish networks and trust-based relationships. The ACE Project Director and FES will attend school registration, open house events, and PTA meetings in order to interact directly with prospective participants, answer questions about the program, and disseminate information in a manner that is understandable and accessible (including translation if possible).
4. **ACE Orientation for Parents/ Students**: Parents and students interested or wanting to learn more about the ACE program will be able to attend an orientation, offered multiple times and on multiple days to accommodate working families, single parents, or families who require child care. Orientation will give parents a chance to review the program handbook and any required paperwork with ACE staff who would be able to answer any questions and provide additional details. Orientation for parents and students will be required.
5. **Marquees at Sporting and District Events**: In partnership with Denton ISD, CISNT will have access to 30-second audio-visual advertisement spots to promote the ACE program to students and families.
6. **Other forms of communication**: Flyers, e-newsletters, notification on school websites, postings on school district and campus social media, posters in community health centers and common neighborhood locations.

Policies and Procedures:

The Site Coordinator at each center will meet with teachers, staff, and administrators throughout the year to discuss how ACE programs can best serve students in need. CISNT ACE Project Director and FES will also meet with community stakeholders, including public safety officials, local nonprofits, faith-based affiliates, university groups, and local civic organizations to promote awareness and involvement in CISNT ACE programs. CISNT's FES will collaborate with the ACE Project Director and Site Coordinators to communicate to parents of ACE students in the program regarding the opportunities for high-quality, innovative literacy and education-based parent activities and increased opportunities for involvement in their child's education. The FES and Project Director will collaborate with school staff and administrators to reach out to the parents of students with academic deficiencies through open house events, ACE program orientations, family service/literacy events, and home visits. The FES will ensure retention of family member engagement through constant contact, including parent and family phone calls and home visits when necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Safe Transportation of ACE Students: Based on the 2018 Community Needs Assessment (CNA) surveys from 372 parents in the North Texas area, 82.9% of parents believe that bussing is an important and necessary service to eliminate barriers to afterschool programs. School administrators who completed CNA surveys identified transportation as the most prevalent barrier (85%) to afterschool participation for working families and low-income or single parent households. A review of the current threshold of need for transportation found that bussing is a necessity for 30-69% of the student population at the 10 ACE school campuses. CISNT has contacted the agents providing bussing services for Denton ISD and Lewisville ISD to review costs and bussing routes for ACE campuses. CISNT ACE has budgeted for bussing costs for all ACE campuses that have identified transportation as a barrier for equitable access. Bussing is included for the Fall and Spring to transport students' home after ACE programs. Bussing is also included to and from ACE programs in the Summer term. CISNT has built a safety plan that aligns with the schools district and provides additional guidance on keeping students safe in and after ACE programs.

Ensuring Safe Travel for Students: The following policies and procedures have been established to ensure that students in the ACE program travel safely to and from the ACE center and home.

➢ Dismissal from ACE: The ACE Site Coordinator reviews and confirms with the parent or legal guardian that all information in the ACE Enrollment Packet is correct at time of enrollment. Dismissal procedures are shared with the parent or legal guardian, including time and location of dismissal at each center. Any changes or updates to family information must be submitted in writing via email or written note signed by the parent or legal guardian and verified by the Site Coordinator. If the parent or legal guardian is sending an alternate individual to pick up the student, they must provide written documentation that includes the full name(s) of the individual(s) picking the student(s) up.

➢ Car Riders Dismissal: Students identified as car riders on the ACE Enrollment Packet will be grouped together and dismissed from the designated location by an ACE staff member. ACE staff provide supervision at a ratio under the state standard of 1 to 22 during dismissal and ensure that students remain seated and safe. No less than two ACE staff members will assist with the dismissal. ACE Staff members will verify that the correct and approved adults are picking up students. Staff will walk each student to their vehicle and direct the flow of traffic to ensure student safety. The adult picking up the student is required to provide identification and sign the dismissal list noting the time the student(s) were picked up. Once all students have been picked up, all ACE staff members must sign and date the dismissal list and submit the list to the Site Coordinator who will maintain the lists as backup documentation.

➢ Bus Dismissal: The Site Coordinator will notify parents of ACE dismissal time and provide the bus stop locations and an estimated time of student arrival after ACE programs. Students identified as bus riders on the ACE enrollment packet will be grouped together and dismissed from the designated location by an ACE staff member. ACE staff provide supervision during dismissal at a ratio under the state standard of 1 to 22 and ensure that students remain seated and safe. The list of bus riders is submitted to the district transportation and identified in the school district's PEIMS system. Site Coordinator will verify that all students on the bus rider list appear in the reports and will receive confirmation from the school district that students are eligible to be transported. Once all students are on the bus, the ACE staff member and the bus driver will do a final check. Both will sign confirming all students are accounted for on the bus. The list will be submitted to the Site Coordinator who will maintain the lists as backup documentation.

➢ Walkers' Dismissal: Students identified as walkers on the ACE enrollment packet will be grouped together and dismissed from the designated location by an ACE staff member. An ACE staff member will have all students sign by their name before leaving the campus grounds. ACE staff members will walk with students to ensure student safety and that students reach their destination. Once all students have been dismissed to walk on their own, the ACE staff member will sign and date the dismissal list and submit to the Site Coordinator as backup documentation.

Policies and Procedures for Student Safety in ACE: If there is ever a time during the dismissal where an ACE staff person feels uncomfortable releasing a student, they will immediately notify the Site Coordinator to discuss the situation. If a student will not be attending program for any reason the parent or legal guardian must notify the Site Coordinator of their student's impending absence. If a student must leave program early the parent or legal guardian must provide a written note giving permission before students will be allowed to leave the program to attend other after school activities on or off campus. Parent enrollment packet and orientation will review policies on safety, liability, and all dismissal procedures for ACE campuses. ACE will follow any additional guidelines or procedures required by the school or district and will implement safety procedures and practice drills including bad weather, fire, and intruder/lockdown.

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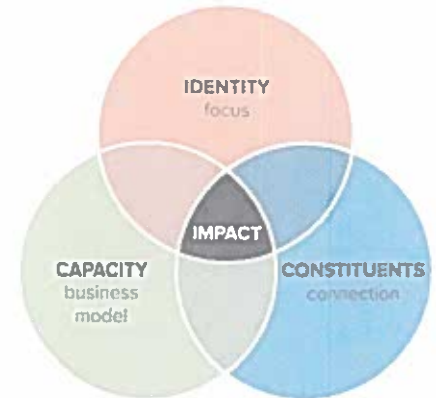| Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Volunteers, when trained, supported, and managed appropriately, can play an important role in supporting students while also leveraging community support and building relationships for programmatic sustainability. All volunteers serving with CISNT ACE programs will complete and pass a mandatory criminal history background check annually, be 18 and over (or under an approved school partnership), and must complete the Volunteer Onboarding Process before starting service as a volunteer, as follows.

Volunteer Onboarding Policy and Process:

1. **Application:** Applications are available on our website at www.cisnt.org/volunteer. All volunteers must complete this form and include information and permission to perform a criminal history screening and background check.
2. **Criminal Background Check and Clearance:** Each volunteer will be processed through a criminal history background check on an annual basis, at the start of each school year.
3. **Volunteer Orientation:** Each volunteer must complete the volunteer orientation process, which includes an overview of the organization, the target population served, programs and services offered, CISNT mission statement, organizational policies, code of conduct, volunteer role descriptions, and guidance on working with students on campus. During orientation, volunteers will receive training on working with CISNT students, including theory of Empowerment vs Enablement, understanding the Culture of Poverty, and 40 Developmental Assets from Search Institute. Volunteers must sign the volunteer code of conduct before placement in an ACE program.
4. **Campus Placement and Grant Training:** Volunteers working with the ACE program will be required to complete the ACE Volunteer Training, which further reviews volunteer role descriptions, volunteer commitment to the program, program guidelines, and additional training on policies and procedures to maintain a safe and secure environment for students afterschool. Volunteers may serve in the following roles:
   - **Mentor,** providing both academic and emotional support to students within a 1 to 1 adult to student ratio. Mentors commit to meeting with students for 45 minutes per week.
   - **Tutor,** providing academic assistance and instruction. Tutors must be a certified teacher and may provide 1 to 1 or small group services, with a maximum ratio of 1 to 6.
   - **Academic Coach,** providing academic assistance in specific subject areas and general homework help when needed. Volunteer academic coaches may include community members with subject expertise, and may include students currently enrolled in a local institution of higher education who are volunteering under the instruction or encouragement of their professor or university representative. Academic Coaches may provide 1 to 1 services or small group services, with a maximum ratio of 1 to 6.
   - **Enrichment Coach,** providing enrichment services such as sports, music and art, drama and dance, physical education and nutrition, poetry and reading, leadership and social emotional development, college and career, and other enrichment opportunities based on student voice and choice. Enrichment Coaches may provide 1 to 1 services or small group services, with a maximum ratio of 1 to 6.
   - **Guidance Coach,** providing research-based, Social Emotional Learning opportunities. Guidance Coaches must be a licensed mental health professional, with a degree in Counseling, Social Work, or related field. Guidance Coaches may provide 1 to 1 services or small group services, with a maximum ratio of 1 to 6.
   - **Interns,** provide support services to students on a designated campus, under the close supervision and direction of the Site Coordinator. Interns will be provided valuable learning experiences that are in line with the intern's college major and career goals and to fulfill the requirements to obtain college course credit, if applicable. There are no wages, stipends or monetary reimbursements of any type paid in connection with a campus based internship. Interns may provide administrative or programmatic assistance, including services 1 to 1, in small groups (1 to 6), or within a class ratio of 1 to 22, with another staff member present.

Outreach and Recruitment for Qualified Volunteers: CISNT will utilize a network of partners to reach out to volunteers in the community to encourage participation in ACE programs. CISNT currently recruits volunteers from Grandparents in Public Schools, the Robson Ranch Retirement Community, the University of North Texas, Texas Woman's University, North Central Texas College, as well as local Rotary and Kiwanis Clubs throughout Denton County. CISNT will continue working with partner districts, local nonprofits, private corporations, faith-based organizations, and institutions of higher learning to disseminate information about volunteer opportunities with CISNT ACE programs.

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Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Trustees of the school district partners under this proposal have committed to developing plans for sustainability for ACE programs, as established by signed letters from 100% of District Trustees. CISNT ACE partners will continually focus on sustainability throughout the duration of the grant term. CISNT views 21st Century grant funds as a short-term incubator or framework of program support, but will leverage community and local resources for long-term sustainability. Partners under the CISNT ACE grant use this *Guiding Definition of Sustainability: Having the human, financial, technological, and organizational resources to provide services to meet needs and attain results towards mission on an ongoing basis; and requiring the organizational and programmatic infrastructure to carry out core functions independent of individuals or one-time opportunities (Buck, 2015, Conservation Impact and Nonprofit Impact).*

<u>Integrated Strategy for Success and Sustainability</u>: The Integrated Strategy Model for Success and Sustainability (ISSS) establishes that a program needs a strong, clear *identity*, a base of engaged *constituents*, and *capacity* that is aligned to deliver the results promised by its identity and meet the needs of its constituents in order to be sustainable (Buck, 2015, Conservation Impact and Nonprofit Impact). See model on right. Using this model as a guide, district leaders, community stakeholders, and ACE program staff will engage in the following sustainability planning process:

Integrated Strategy for Success and Sustainability
© 2015 Conservation Impact / Nonprofit Impact

- A Community Advisory Council (CAC) will be established to engage a group of stakeholders charged with providing continuous feedback and involvement. The CAC will work to increase community awareness of program quality and need, demonstrate program effectiveness, and inform community stakeholders of sustainability needs and develop a constituency of supporters. Membership will represent diverse community demographics.
- Each ACE campus will establish a Community Work Group consisting of school administration, teachers, parents, students, and community stakeholders that will address sustainability needs and provide information to the CAC regarding barriers to access and essential program elements.

<u>Timeline for Developing Sustainability</u>:

Year 1: Form Community Advisory Council (CAC) and ACE Campus Community Work Groups (CWG) to accomplish:
- o Objective 1: Examine program purpose and sustainability needs. Identify what is negotiable and non-negotiable.
- o Objective 2: Identify the cost of sustaining programs. Establish scope and scale of program sustainability.
- o Objective 3: Determine if the environment supports sustainability. Evaluate to what extent program operations are supported by each partner's business model. Analyze strengths, weaknesses, opportunities, and threats.

Year 2: Based on the results of the prior year's analysis and objective findings, the CAC will complete the following:
- o Objective 1: Develop a vision statement for ACE sustainability; include research on best-practice models.
- o Objective 2: Establish key program partners. Identify key benefits of the program to the community and establish communication processes to keep partners informed. As a nonprofit organization, CISNT will access public and private funding and leverage local resources within the community to sustain ACE programs in both school districts. Local funders, such as United Way, the King Foundation, and the Rees-Jones Foundation will be integral as we work towards ACE program sustainability throughout the grant lifecycle. CWGs will continue to inform the Council.
- o Objective 3: The CAC will have advocacy tactics and targets identified. Along with CISNT and partner school districts, key partnerships will be secured to establish sustainability. CWGs and ACE Grantee Partners will report on continuous improvement efforts, including additional activities and development towards sustainability.

Year 3: With a Sustainability Plan and Vision statement established, the CAC and ACE Grantee Partners will pilot a sustained program by aligning the ACE after-school model with CISNT Dropout Prevention Case Management programs. The integrated model would retain high-quality needs-based activities, but would adjust their targeted number of regular students served to approximately 20-30% of their original capacity or otherwise determined by the ISSS process above. Program hours would be determined based on student need, with preliminary plans of operation at 2 hours a day, 3 days a week, for all terms or as determined by the ISSS process. Preliminary costs for ACE program sustainability at 20-30% of current capacity would require approximately $600,000 in private and public funds per year.

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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In April 2018, CISNT met with all principals at the 10 high-need campuses included in this proposal. CISNT directly addressed the purpose of the ACE program and reviewed with principals how the CISNT ACE program will increase or supplement existing activities on their campuses that are currently funded with federal, state, or local funds. CISNT ACE programs will continue to coordinate services with school and district partners. CISNT will ensure resources are supplemental, unduplicated, and do not supplant federal or state funding and programs.

Federal: CISNT ACE will work with Title 1 program coordinators in Denton ISD and Lewisville ISD to identify areas of partnership and areas of need for student and family services. The National School Lunch Program will provide a free, nutritious snack to students after school and in the summer. USDA/TDA grants implemented by local nonprofit partnerships will provide students and families with nutritious meals during afterschool programs at no cost to families or to the grant program.

State: Collaboration with the Texas Partnership for Out of School Time will ensure that programmatic implementation stays innovative and high- quality over the life of the grant. CISNT ACE Staff will receive trainings and Continuing Education Units provided by state funded programs including opportunities from Communities In Schools, the Texas Education Agency, and Texas A&M AgriLife Extension.

Local: The collaborative partnership between Denton and Lewisville ISDs with CISNT will ensure that programs identify students who are most in need and that public resources are used effectively. CISNT will collaborate with local institutions of higher learning, such as the University of North Texas, Texas Woman's University, and the North Central Texas College, to leverage volunteer hours and community resources to enhance programmatic impact. Programmatic support may include partnerships with initiatives such as the Texas Academy of Mathematics and Science, Collegiate Work Study program, and semester volunteer internships. Partnership with these institutions will bring additional, supplemental resources to CISNT ACE programs including access to more extensive enrichment, as well as reduced adult to student ratios which will further support programmatic achievement of grant goals and objectives. Wells Fargo and Frost Bank will provide students and parents with free research-based financial literacy curriculum and information on financial management and healthy spending. CISNT's collaboration with United Way will ensure that ACE families have access to the Volunteer Income Tax Assistance (VITA) program, free tax preparation, as well as a network of resources throughout the community. Barnes and Noble Booksellers will provide hundreds of free, grade specific books in-kind to ACE students. Lewisville ISD will provide academic enrichment curriculum for the ACE program, specific to the needs of the program and customizable for student feedback and campus needs. Denton ISD will provide meaningful and enriching education for ACE parents and families, focused on literacy, establishing connectedness between their child's education and the home. Chin Community Ministries will provide translation services, ensuring that ACE communication is received and understood by the growing number of families in Lewisville ISD who are "Chin" refugees from Myanmar and who often do not have strong English speaking or literacy skills. CISNT has an established partnership with the North Texas Food Bank, and provides healthy snacks for students who face food insecurity during the weekend through the "Food for Kids" backpack-feeding program.

CISNT has built a Cost-Share Partnership with each school district to leverage 21st Century funds to cover expenses that could not be included in the program budget based on cost category or total cost limits.

Local: Denton ISD has agreed to pay $18,000 per center (6) to offset the cost of administrative and programmatic services incurred by CISNT as the fiscal agent of the grant. Denton ISD also will provide in-kind support for each center (6) including on-campus office space for ACE staff and programs at six (6) centers including program space during the school year and in the summer, as well as overhead costs, including utilities, materials, and supplies, in order to facilitate effective programs and activities for ACE students and their families.

Local: Lewisville ISD has agreed to pay $18,000 per center (4) to offset the cost of administrative and programmatic services incurred by CISNT as the fiscal agent of the grant. Lewisville ISD also will provide in-kind support for each center (4) including on-campus office space for ACE staff and programs at four (4) centers including program space during the school year and in the summer, as well as overhead costs, including utilities, materials, and supplies, in order to facilitate effective programs and activities for ACE students and their families. Because of these partnerships, CISNT has built a framework of local support that will be essential to the sustainability plan following the grant term end.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Central Elementary **400 High School Drive** **Lewisville, TX 75057**		☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☒ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	061902101			
Cost per student	$717			

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 2

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Lakeland Elementary **800 Fox Avenue** **Lewisville, TX 75067**		☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	061902104			
Cost per student	$575			

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 3

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Lewisville Elementary **285 W. Country Ridge Road** **Lewisville, TX 75067**		☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	061902143			
Cost per student	$629			

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Center 4

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
DeLay Middle School 2103 Savage Ln. Lewisville, TX 75057	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☒ 5-6	☒ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	061902050
Cost per student	$604

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 5

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Evers Park Elementary 3300 Evers Parkway Denton, TX 76207	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	061901112
Cost per student	$742

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 6

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Hodge Elementary 3900 Grant Parkway Denton, TX 76208	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☒ 3-4 ☒ 5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

9-digit campus ID number:	061901105
Cost per student	$660

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Center 7

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Lee Elementary 800 Mack Place Denton, TX 76209	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☒ 3-4 ☐ 10-11 ☒ 5-6 ☐ 12

9-digit campus ID number:	061901104
Cost per student	$539

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 8

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Rivera Elementary 701 Newton St. Denton, TX 76205	☒ 40% or higher economically disadvantaged ☒ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☐ K-2 ☐ 9 ☒ 3-4 ☐ 10-11 ☒ 5-6 ☐ 12

9-digit campus ID number:	061901108
Cost per student	$636

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Center 9

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Calhoun Middle School 709 West Congress St. Denton, TX 76201	☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☒ 7-8 ☐ K-2 ☐ 9 ☐ 3-4 ☐ 10-11 ☒ 5-6 ☐ 12

9-digit campus ID number:	061901045
Cost per student	$697

"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1-752496426   Amendment # (for amendments only):

	Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):			
Center 10	Strickland Middle School 324 E. Windsor Drive Denton, TX 76209		☒ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☒ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☒ 5-6		☒ 7-8 ☐ 9 ☐ 10-11 ☐ 12	
	9-digit campus ID number:	061901044					
	Cost per student	$716					

	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):	85

		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
	9-digit campus ID number			
	Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

<u>**Grant Management Plan**</u>: Over the past 24 years, CISNT has worked with local nonprofits, school districts, and community stakeholders to provide high quality, holistic programs designed to help students achieve in school and in life. CISNT has demonstrated effective management of multiple local, county, state, and federal contracts as well as 21st Century funded grants, including Cycles 5, 7, and 8. In order to manage the 21st Century ACE, Cycle 10 grant effectively, CISNT will build upon our current team and add high-quality talented individuals, qualified volunteers, and effective partners to manage ACE programs. CISNT ACE programs will hire a full-time *Project Director* who is responsible for the overall management and administration of the program. The Project Director will collaborate with ACE staff to provide accurate and on-time reporting, ongoing assessment, and ensure consistent staff development. Project Director will also lead the Community Advisory Council through the Integrated Strategy for Success and Sustainability process in beginning in Year 1. The CISNT ACE program will also hire a full-time *Family Engagement Specialist* (FES) who will be responsible for coordinating adult and family engagement activities in and across all 10 ACE centers. The FES, in partnership with the Site Coordinator and Project Director, will implement and lead Community Work Groups as we progress towards attaining sustainability. In order to ensure that CISNT has the capacity to operate at the highest level of efficiency, CISNT will hire a full-time qualified *Site Coordinator* at each of the 10 ACE campuses to manage the design and implementation of all center-level activities. The ACE Site Coordinator will oversee student recruitment, coordinate with the Family Engagement Specialist, collaborate with school day staff, monitor center-level activities, train staff, ensure compliance with federal and state laws and regulations, and oversee the collection, coordination, and entry of data. Two part-time *Internal Monitors* will provide additional support in the area of school day and TEKS alignment, training on data entry, and progress towards TEA objectives. Small tutorial groups will be led by part-time *Certified Teachers* at a maximum ratio of 1 to 6 students to ensure ample student interaction and rigorous instruction. CISNT will hire part-time *Academic Enrichment Specialists* who will provide robust enrichment to students within STEAM (science, technology, engineering, art, and math), sports, and social emotional development at a maximum ratio of 1 to 22. *Volunteers* who have completed a mandatory criminal history background check, training, and orientation will be leveraged to provide additional student support and enrichment opportunities and lower ratio of adults to students.

<u>**ACE Center Operations Plan**</u>: ACE programs will operate for a minimum of 15 hours/week for no less than 35 weeks.
- **Fall and Spring Term**: Each ACE campus will provide innovative instruction and enrichment activities during out of school time for 3 hours per day, 5 days a week, for a total of 15 hours of quality services each week for 29 weeks. Activities will be built in 45-minute increments with 15 minutes built in for transition from each activity.
- **Summer Term**: Each ACE campus will provide a variety of research-based, TEKS-aligned activities including STEAM-focused project-based learning, college and career readiness, academic instruction and remedial small groups for 4 hours per day, 4 days a week, for a total of 16 hours of quality services each week for 6 weeks.

<u>**Budget Plan**</u>: CISNT has budgeted for ACE staff to attend all required trainings, as well as opportunities for staff development and skill building throughout the grant year. Key ACE staff members will train other ACE staff (train the trainer model) and incorporate relevant best practices into the program. CISNT will provide additional training, including CHAMPS Classroom Management, Love and Logic, Bridges Out of Poverty, Restorative Practices, CPR/First Aid, and ongoing professional development. Competitive salaries are included for all positions in the grant along with criminal history background checks for volunteers. Transportation is included in the budget for students in ACE to ensure equitable access for working families and low-income households. Funding for program supplies and technology for academic and enrichment activities is included to ensure students are engaged and actively learning each day.

<u>**Meeting Program Objectives and Service Targets**</u>: Effective and consistent communication is an essential part of successful grant management. The Academic Enrichment Specialists and Certified Teachers will submit weekly reports to the Site Coordinator regarding the activities, curriculum, and progress of ACE students. Reports will include a review of SMART goals and objectives, emerging needs, and best practices. The Family Engagement Specialist and Site Coordinators will submit bi-weekly reports to the Project Director regarding enrollment, attendance, and SMART goal achievement. The Project Director will then report weekly to CISNT's executive team, including the CEO, CSO, and CFO regarding progress or completion of service targets including program attendance, qualified student count at 45 days or more, parents and family members served, and emerging student and campus level needs. CISNT will utilize resources on the MyTexasACE portal, along with best practices provided in the ACE PRIME Blueprint for additional resources to ensure that the CISNT ACE program consistently meets the program objectives and student service targets.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1-752496426	Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Evaluation Plan Methodology: CISNT ACE data collection and evaluation processes are intentionally designed for external evaluators to objectively assess and measure the programs progress toward the goals, objectives, and performance measures established by TEA. CISNT ACE program evaluation will include both quantitative and qualitative methods for examining the effectiveness of the project and the strategies involved. Data collection will be consistent throughout the grant year and will be overseen by the Project Director and implemented by campus Site Coordinators and the Family Engagement Specialist. CISNT will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. CISNT will submit details regarding Grant and Center Operations, including: Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Activities, and Center Schedule in August. Updates to Center Operations data will be submitted at the beginning of each term.
- Participant and enrollment data will be entered no later than September 30th and maintained weekly in TX21st
- Student and family activity attendance will be submitted daily and monitored weekly on TX21st.
- CISNT will also implement best-practice methods for qualitative data collection and will gather feedback from community stakeholders, district administrators, and ACE and school staff on student progress regarding behavior, class participation, attendance, and academic readiness and performance.
- Exception reports and data corrections will be completed and reviewed by the Project Director as needed.

CISNT will coordinate with the school district to collect and enter school day attendance and grades data into TX21st. Reporting methods will include internal daily activities attendance reports, bi-weekly Project Director reports, monthly Activity and Enrollment reports, Six-Weeks Progress Reports, End-of-Term Progress Reports, as well as an End-of-Year report and an annual External Evaluation. Detailed data collection and evaluation processes, will ensure the submission of timely and accurate data into TX21st. The Project Director and Internal Monitors will review data and outputs every 9 weeks to evaluate programmatic impact and progress towards outcomes and performance measures. Changes to improve effectiveness will be implemented throughout the year as needed to ensure quality.

Annual Local Program Evaluation: CISNT will work with an independent evaluator to conduct an annual evaluation of each ACE center. The PRIME Blueprint Independent Evaluation Guide will be used as an example of best practices when developing and managing a high-quality program evaluation. The annual independent evaluation will constantly monitor progress towards TEA Critical Success Factors, Milestones, and 16 Performance Measures. This annual local program evaluation assess the following objective measures: academic performance, school day attendance, behavior/ discipline referrals, on-time advancement to the next grade, and college and career readiness. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request. **Evaluation Timeline & Scope of Work:**
- Aug-Oct: Develop a Theory of Action that links program activities to established project objectives and goals; Develop programmatic Logic Model at each center to operationalize the Theory of Action; Review campus needs, student data, monitoring process, activity description and schedule.
- November: Observe programs; review student benchmark data; design & administer qualitative surveys
- December: Administer internal monitoring surveys; collect quantitative student data; collect FES data
- January: Review student & parent data; evaluate qualitative surveys; submit End-of-Term report & feedback
- Feb/March: Review student level data; observe programs and monitoring; administer internal monitoring
- April/May: Collect & evaluate student-level/ parent engagement data; analyze pre & post-test data
- June/ July: Prepare TEA report; submit final independent evaluation to TEA by July 31st
- Aug/Sept: Present evaluation findings and feedback to CISNT; review/adjust evaluation design

Improving Program Operations and Quality: The Project Director and external evaluator will meet in person a minimum of once per quarter. The Project Director will provide a Program and Operations Design report to the evaluator on a monthly basis outlining any changes, positive outcomes, and/or inefficiencies. The ACE management team, including Project Director, FES, Site Coordinators, and Internal Monitors will meet with the evaluator once per term. The evaluator will review data reports and site visit information and will provide consistent and regular feedback to the Project Director and ACE management team. As problems are identified through this evaluation process, the Project Director will be responsible for redesigning activities, adjusting program design, or evaluation design in order to correct the problem and better align with ACE program goals and objectives. *Best-practice methods:* In response to evaluation, CISNT ACE programs will implement a scope of work to address issues or recommendation provided by the evaluator.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☒
A02	Provide staff development on eliminating gender bias	☐	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☒	☒
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☐	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☒
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☐	☒	☒
B10	Provide a parent/family center	☒	☒	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

| County-District Number or Vendor ID: 1-752496426 | Amendment number (for amendments only): |

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☒
B13	Provide child care for parents participating in school activities	☐	☒	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☒	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☒	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
B18	Coordinate with community centers/programs	☐	☒	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☒	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☒	☒
C02	Provide counseling	☒	☒	☒
C03	Conduct home visits by staff	☒	☒	☒
C04	Provide flexibility in scheduling activities	☐	☒	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☒
C06	Provide mentor program	☒	☐	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 1-752496426			Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☒	☒
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☒	☒
C11	Establish collaborations with law enforcement agencies	☐	☒	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☒	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☐	☒
D03	Conduct home visits by staff	☒	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☒	☐	☒
D05	Provide mentor program	☒	☐	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒
D07	Provide community service programs/activities	☒	☐	☒
D08	Provide comprehensive health education programs	☒	☒	☒
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☒	☒
D11	Develop/maintain community collaborations	☐	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☒	☒
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: 1-752496426 | Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☐
E06	Provide training for parents	☐	☐	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☒
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☒	☒
F02	Provide interpreters at program activities	☒	☐	☒
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☒
F07	Provide training for parents	☐	☐	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☒	☐	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☒	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☒	☒
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☒	☒
J02	Ensure all physical structures are accessible	☒	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☒	☒	☒
K03	Conduct home visits by staff	☒	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☒	☒	☐
K05	Provide mentor program	☒	☒	☐
K06	Provide before/after school recreational or educational activities	☒	☒	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☒	☒
K09	Develop/maintain community collaborations	☐	☒	☒
K10	Coordinate with health and social services agencies	☐	☒	☒
K11	Coordinate with the juvenile justice system	☐	☒	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☒	☒
L02	Establish collaborations with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☒	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☒	☒	☒

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County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☒	☒
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☒	☒
M07	Provide a parent/family center	☒	☒	☒
M08	Provide program materials/information in home language	☒	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☒	☒
M11	Provide child care for parents participating in school activities	☐	☒	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☒	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
M15	Facilitate school health advisory councils four times a year	☒	☒	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new personnel	☐	☒	☒
N04	Provide intern program for new personnel	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☒	☒

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County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☒	☒	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☒	☒	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 1-752496426	Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u>

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	☒ Yes	☐ No

- **If your answer to this question is yes you must answer question #2 below.**
- **If your answer to this questions is no, you do not address question #2 or the assurances below.**

2.	Are any private nonprofit schools participating in the grant?	☐ Yes	☒ No

- **If your answer to this question is yes, you must read and check the box next to each of the assurances below.**
- **If your answer to this question is no, you do not address the assurances below.**

Assurances

☐	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
☐	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
☐	The applicant assures that the total grant award requested on **Schedule #6–Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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